Much Birch C of E Primary School

Feedback & Marking Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. **John 15:5**

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations

Updated:	**2 yearly**
Review date:	**September 2028**
Head teacher:	**Ms. B. Davies**
Chair of Governors:	**Reverend Mark Johnson**

Introduction

At Much Birch we feel that a constructive and consistent feedback approach shows our children that their work is valued giving them a clear idea of what they need to do to improve.

All children are entitled to regular feedback on their learning. Therefore, all teachers will give feedback (whether verbal or written) as an essential part of the assessment process.

However, we also appreciate that the DFE's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to using only written comment-marking, so that we can provide effective and immediate feedback in line with the DFE's expert group which emphasises that marking should be: **meaningful**, **manageable** and **motivating**.

The deputy head has undertaken an NPQSL research project into effective marking and feedback and through research and advice provided by the EEF (Educational Endowment Foundation) we believe that the most important activity that promotes progress and understanding in children is the **teaching** itself, supported by the **design and preparation of lessons**.

With all of this in mind, the following policy has been adopted: -

Aims

We look at children's work and offer feedback in many forms (not just written marking) in order to:

- redirect or refocus the teacher or learner to achieve a goal;
- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations;
- give a clear picture of how far they have come in their learning, and what the next steps are;
- offer specific information on the extent to which they have met the lesson objective, and/or any individual targets set for them;
- promote self and peer assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge understanding, and identify any misconceptions;
- use a mixture of 'light touch' and 'deeper' (through 1:1 verbal feedback with teachers – not always written) marking in English to provide meaningful, manageable and motivating feedback;
- quick mark Maths and provide live daily feedback & intervention if necessary
- provide an ongoing assessment that informs future lesson planning.

GENERAL POINTS
Principles of marking and feedback

- The marking at Much Birch is in accordance with the lesson objective and possibly the children's own personal learning targets;
- Written comments should only be used where they are essential and accessible to pupils according to age and ability;
- Feedback delivered closest to the point of action is most effective and as such **feedback delivered in the lessons is more effective than comments provided at a later date**. The younger the child, the more important it is that the feedback is verbal and immediate;
- Teachers should aim to promote children's self-assessment by linking any marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria for the task right from the outset;
- Written comments (if needed) should be neat, legible and written in **purple** (or pink or green).
- Some teachers **may** highlight in **Great Green** for positive feedback and **Pink to Think** for areas to develop –these are the agreed school colours alongside purple;
- Feedback may also be given by a teaching assistant, through peer review/marking, through plenaries and in group sessions;

1. *At Much Birch - Feedback during lessons with the child/ren is our ultimate aim, so that it is immediate and relevant.*

2. *Teachers will use purple pens to mark. Green pens/highlighters **may** be used for 'Great Green' work and pink pens/highlighters are for 'Pink to think' work. This may include highlighting specific things in a child's work.*
*Motivational stamps, stickers and Dojos may also used for immediate feedback but should be applied **with** the child so they understand what they are for.*

3. *Whole class feedback should be given following light-touch marking of books – this may address:*
Whole class or majority misconceptions of understanding from previous lesson, common errors, consolidation of the learning objective to aid metacognition & recall of knowledge. It may also include: Praise and good examples (WAGOLLS)

General advice to teachers

- The best marking and feedback is without doubt the **dialogue** that takes place between teacher and pupil while the task is being completed.

- The main objective of marking and feedback is to help children learn.

- Where pupils interact in the marking process, they will be even more engaged and receptive to correction when given the time.

- When appropriate, children may mark their own, or another child's work, but the teacher must always review this marking. This will be evident through use of a different colour pen/ pencil to show peer marking.

What feedback in at Much Birch looks like:

In lessons

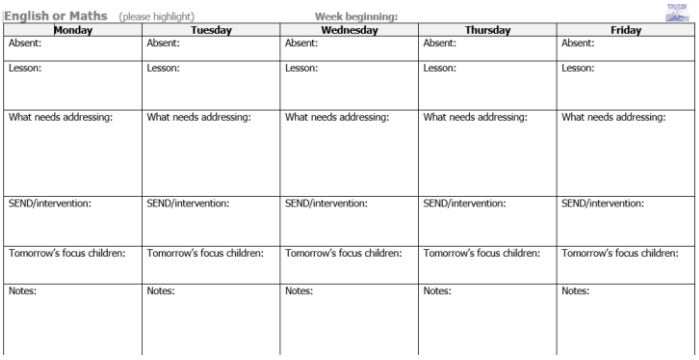
Teacher moving around the classroom, giving verbal feedback / quick marking as the children are working.

Jotting notes of those children who need to revisit skills / any common misconceptions or errors that could be addressed next lesson.

Identifying next steps and individual needs for next lesson.

Sharing good examples (teacher models, wagolls and children's work) and good effort.

In Mark Books



English or Maths (please highlight) Week beginning:

Monday	Tuesday	Wednesday	Thursday	Friday
Absent:	Absent:	Absent:	Absent:	Absent:
Lesson:	Lesson:	Lesson:	Lesson:	Lesson:
What needs addressing:	What needs addressing:	What needs addressing:	What needs addressing:	What needs addressing:
SEND/intervention:	SEND/intervention:	SEND/intervention:	SEND/intervention:	SEND/intervention:
Tomorrow's focus children:	Tomorrow's focus children:	Tomorrow's focus children:	Tomorrow's focus children:	Tomorrow's focus children:
Notes:	Notes:	Notes:	Notes:	Notes:

Maths / English
You will see notes on the lesson, the next steps that need addressing, any SEND intervention & the children the teacher will be focusing on in the next lesson.

Foundation subjects
If the lesson has a particular marking focus it may have some notes jotted down in relation to this.
Not all foundation subjects will have feedback in the Mark book.

In children's books

The following table shows the marking you **may** see in Much Birch books.

	You may see: **Great Green**— highlighting, ticks or comments. You're understanding the objective / great work or example.
	You may see: **Pink to think**— things to think about / next steps.
Purple pen	Teacher's/ TA's marking.

Another colour pencil crayon / pen	**You may see:** Children mark each other's work. Please label with 'peer marking'.
	**You may see:** Good work. (? What was good?) Very good example. (? What was very good?)
	**You may see:** New line / paragraph needed.
Word in purple **eg—beautiful x3/x4**	**You may see:** Copy the spelling x3 / x4 times below and add to personal spelling list.
(?)	**You may see:** For children to think about: Does this make sense? What is wrong here?
V or VF	**You may see:** Verbal feedback given.
Intervention	**You may see:** A sticker or note from teacher to say when a child had direct intervention or went out for SEND intervention.

Teachers will use their feedback Mark Books books discretely – most English / Maths lessons will be recorded and other sessions where deeper feedback is required.

Focus Five in Writing

To give focus for marking longer English pieces and to help close basic gaps we have created a Much Birch school Focus Five – these are 5 key things to focus on while looking at a particular cohort's work

KS1
• Putting a capital letter at the start of a sentence and a full stop at the end; using capital letters for proper nouns (people and places) and for the personal pronoun I. • Using –ed suffix for simple past tense. • Forming letters correctly - especially lower case k, j, p and y (sitting on the line with the descender dangling below). • Focusing on basic spellings: with, saw, was, went, said, they. • Spacing between words to be consistently sized.
Lower KS2
• Demonstrating determiner knowledge (using a or an correctly) • Spelling the following correctly at all times: which, can't, coming, who, where, to/two/too, its/it's, their/there/they're and our/are. • Using an apostrophe for contractions in the right place. (doesn't/can't etc.) Using the singular possessive apostrophe correctly.

- Doubling the consonant rule for simple past tense and present progressive (e.g. dropped, putting)
- Correctly spelling nouns ending in y plural, by dropping the y and changing it to an i before adding –es.

Upper KS2

- Using both the singular and plural possessive apostrophes correctly.
- Remembering the rule i before e except after c.
- Avoiding the use of comma splicing by showing different ways of joining sentences (conjunctions or punctuation)
- Correctly punctuating direct speech in dialogue.
- Correctly paragraphing, with indents, throughout longer pieces of writing.